

SCHOOL AND DISTRICT IMPROVEMENT UNDER NCLB FOR 2005-06

NCLB Title I, Part A, Sections 1111 and 1116

As part of the *No Child Left Behind Act of 2001* (NCLB), states must use academic assessments and other indicators to annually review the progress of each school to determine whether the school makes adequate yearly progress. This technical assistance document briefly explains Kentucky's process for identifying schools and districts that do not make adequate yearly progress. The document also contains information about the NCLB consequences for Title I schools and districts that do not make adequate yearly progress. This technical assistance document is intended to provide an overview of the authorizing statute and should be used in conjunction with the U.S. Department of Education policy guidance *LEA and School Improvement, Public School Choice, and Supplemental Educational Services* (revised June 2005) that may be found at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>.

ADEQUATE YEARLY PROGRSS (AYP)

Adequate yearly progress (AYP) is the measure a state uses to determine if a school is making continuous and substantial improvement. The following information reflects changes made by the State Board of Education that impact 2005 results. The changes apply to this year's NCLB reports that are released in early August 2005.

1. A school is determined to have made adequate yearly progress (AYP) for a school year if the school and all subpopulations of sufficient size:
 - (a) Met annual measurable objectives (AMO) in reading and mathematics. The objectives are expressed as the percent of students at proficient and above in reading and mathematics. Multi-year averaging of the annual measurable objectives for reading and mathematics will be calculated and can include up to three years of data. The numbers (2) and (3) appear on the NCLB report to designate multi-year averaging of two or three years of data.
 - (b) Showed progress (i.e., met requirements) on the "other academic indicator."
 - The other academic indicator is prior year graduation rate at the high school level. A high school is considered to have demonstrated growth on the "other academic indicator" if the school shows progress on the prior year graduation rate when compared to the year before; or meets the goals set for each year by the Kentucky Board of Education. The state goal for graduation rate in 2005 NCLB reporting is 75.50.
 - The other academic indicator is the prior year CATS classification at the elementary and middle school levels. An elementary or middle school is considered to have demonstrated growth on the "other academic indicator" if the school's prior year (2004) CATS classification is any category of meets goal or progressing **or** if in assistance, growth at or above the state average for the specific grade configuration occurs. Improvement above the state average is designated on the NCLB report with the letter "i" and both school and state average values are displayed.
 - (c) Tested at least 95% of enrolled students and subpopulations of sufficient size. Multi-year averaging of the participation rate will be calculated and can include up to three years of data. The numbers (2) and (3) appear on the NCLB report to designate multi-year averaging of two or three years of data.
2. The specific subpopulations required for reporting NCLB AYP determinations are: All Students; Race and Ethnicity: White (non-Hispanic), African-American, Hispanic, and Asian;

Limited English Proficiency; Economically Disadvantaged (Free/Reduced Lunch); and Students with Disabilities.

3. The following describes the number of full academic year students that must be in a group before the group is reported (the “n” count):

For Reading & Mathematics AMOs:

- (a) 10 per grade where NCLB assessments are administered; AND
- (b) 60 per these grades combined* or 15% of the accountable students in these combined grades.

For Participation Rate:

- (a) 10 per grade where NCLB assessments are administered; AND
- (b) 60 per these grades combined.

**Sum of grades where KCCT reading and mathematics assessments are administered currently EL- 4/5, MS- 7/8, HS-10/11 and submitting alternate portfolio students at grades 4, 8 and 12.*

4. As a safe harbor, a school that has not met the AMO in reading or mathematics is considered to have met the AMO if the school:
 - (a) Reduced its percent of total students or subpopulation(s), that did not meet the AMO in reading or mathematics, scoring below proficient by 10%; AND
 - (b) Met the criteria for demonstrating improvement on the academic index (improve or equal 100 or more) for students in the same population or subpopulation.
5. Adequate yearly progress (AYP) determinations are made annually for all schools. A school that receives Title I, Part A funds is **identified for improvement** if it fails to make AYP for two (2) consecutive years in the same content area. Not meeting the requirements for the other academic indicator or participation rate impacts both reading and mathematics. It is like missing the AMOs for reading and mathematics.
6. A Title I school is no longer identified for improvement once it has made AYP for 2 consecutive years.
7. The method for calculating district accountability is consistent with the method for calculating school accountability. All students that have been enrolled in the district for a full academic year are counted in the district AYP determination. A district that receives Title I, Part A funds is **identified for improvement** if it fails to make AYP for two (2) consecutive years.

NCLB CONSEQUENCES FOR TITLE I SCHOOLS NOT MAKING AYP

If a **Title I school** does not make adequate yearly progress (AYP) for two (2) consecutive years, the school is identified for improvement and continues to be identified for improvement until it has made AYP for two (2) consecutive school years. The following information outlines the consequences while a Title I school is identified for improvement. Kentucky is using the term *tier* to define the years of not making adequate yearly progress (AYP) and the NCLB consequences. **The consequences continue until the Title I school has made AYP for two (2) consecutive years.**

Tier 1 of Consequences = 2 consecutive years of not making AYP. Tier 1 includes the following:

- **Parent Notification** – The district must notify parents with the reasons the Title I school is identified and what is being done to address the problem of low achievement. Parents must be notified annually of the progress made by the school.
- **Student Transfer Option (School Choice)** – The district must annually notify parents of students in a Title I school of the option to transfer to another public school.

- **District Technical Assistance** – The district must provide on-going technical assistance as the Title I school develops and implements revisions in the comprehensive school improvement plan.
- **Revised Comprehensive School Improvement Plan** – The Title I school must revise its comprehensive improvement plan to address academic issues that caused the school to be identified.
- **Funds for Professional Development** – The Title I school must annually spend at least 10% of the Title I school allocation on professional development.

Tier 2 of Consequences = 3 years of not making AYP. Tier 2 includes all of the consequences listed in Tier 1 and the following:

- **Supplemental Educational Services** – The district must annually notify parents and implement supplemental educational services for eligible students in a Title I school that has not made AYP for 3 years.

Tier 3 of Consequences = 4 years of not making AYP. Tier 3 includes all of the consequences listed in Tier 1 and Tier 2 and the following:

- **Corrective Action** – The district must take annually corrective action toward a Title I school that has not made AYP for 4 years.

Tier 4 of Consequences = 5 years of not making AYP. Tier 4 includes all of the consequences listed in Tier 1, Tier 2 and Tier 3 and the following:

- **Plan for Restructuring** – The district must write a plan for alternative governance for a Title I school that has not made AYP for 5 years.

Tier 5 of Consequences = 6 years of not making AYP. Tier 5 includes all of the consequences listed in Tier 1, Tier 2, Tier 3, Tier 4 and the following:

- **Implement Restructuring (Alternative Governance)** – The district must implement the plan for alternative governance for a Title I school that has not made AYP for 6 years.

District Responsibilities for a Title I School in Tier 1 Consequences

The district should ensure that all schools understand the components of adequate yearly progress and assist schools in interpreting the NCLB federal accountability report. The district may facilitate planning for public school choice before assessment results are available. For example, transportation and communication plans may be developed before implementation is required. When one of its Title I schools is identified for improvement (Tier 1), the district must:

1. Ensure that parents are notified annually regarding identification for improvement.
2. Ensure that public school choice is annually provided for children whose parents wish to transfer them from the Title I school identified for improvement.
3. Ensure that the identified school annually receives technical assistance, both during the revision of its comprehensive school improvement plan and throughout the plan's implementation.

Notification to Parents

Meaningful parental involvement is one of the cornerstones of reform contained in the *No Child Left Behind Act*. It is essential that the district and school communicate with parents throughout the school improvement process and welcome them as key partners in addressing the academic issues that led to the school being identified for improvement. Information to parents must be in an understandable and uniform format. It must also, to the extent practical, be in a language the parents can understand. The initial notification to parents must include the following, and parents must be notified annually of the progress made by the school:

1. Explanation of what the identification means and how the school compares in terms of academic achievement to other schools served by Title I in the district and in Kentucky.
2. Reason(s) for the school being identified for improvement.
3. Explanation of what the school is doing to address the problem of low achievement.
4. Explanation of what the district is doing to help the school address the achievement problem.
5. Explanation of how the parents can become involved in addressing the academic issues that led to identification.
6. Explanation of the parents' options to transfer their child to another public school that is not identified for improvement.

Student Transfer Option (Public School Choice)

The district is required to annually offer **all** students enrolled in a Tier 1 school the option to transfer to another public school in the school district that has not been identified for improvement. The school of choice does not have to receive Title I services as long as it is not identified for improvement. The district must provide an explanation of the choice option to all parents of students enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring. This notification must be in a comprehensive, easy-to-understand format and, to the extent practical, in a language the parents can understand. At a minimum, this notification must:

1. Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement.
2. Identify each public school that the parent can select.
3. Include information on the academic achievement of the schools that the parent may select. The notification may include other information, such as a description of special academic programs, facilities, before-or-after school programs, the professional qualifications of teachers in the core academic subjects or parent involvement opportunities.

There may be very limited circumstances under which the option to transfer may not be possible, particularly in some sparsely populated areas. For example, a district with only one school at a particular grade level, or a district in which all schools at a grade level are identified for improvement, will not be able to offer the option to transfer to another public school in the district. In such cases, to the extent practical, the district must enter into cooperative agreements with other nearby school districts to permit transfers. If an agreement cannot be arranged, the district should include an explanation in the notification to parents of why choice is not available. In circumstances where the option to transfer is not possible, the district may offer supplemental educational services during the school's first year of improvement.

As soon as the Title I school is identified for improvement, the district must immediately notify all parents of the school choice option. The district must make choice available for students the first day of the school year. The notification must provide parents with enough relevant information to help them decide what school is best for their child.

The district must give all students in the identified school the opportunity to transfer to another public school. In implementing the option to transfer, there may be circumstances in which the district needs to give priority to the lowest-achieving children from low-income families. For example, if not all students can attend their first choice of schools, the district would give priority in assigning spaces to the low-achieving low-income students. If the district does not have sufficient funding to provide transportation to all students who wish to transfer, it would apply this priority in determining which students would receive transportation. The district must determine low-income using the same data that it uses in allocating Title I funds to schools.

Usually low-income is based on free and reduced meal data. The district has flexibility in determining which students from low-income families are lowest achieving. Students from low-income families might be rank-ordered based on their achievement levels (determined by using objective educational measures).

The district must offer more than one choice to students attending an identified school if there is more than one school in the district that is not identified for improvement. The district may **not** use lack of capacity to deny students the option to transfer but may take capacity into consideration in deciding which choices to make available to students in the identified school.

The district may set timelines for parents to make their decision on choice. The district must set a reasonable deadline by which parents must apply and ensure that the parents have a sufficient time and information to make an informed decision about selecting a school. The district should ensure that policies for receiving choice-related communications from parents do not impede parents' opportunities to exercise choice options. Parents should be able to communicate their choices in a variety of ways, including by standard mail, email or fax. The district should confirm with parents that it has received their communication regarding choice.

The district makes the final decision on the school each eligible child will attend. The district must take parent's preferences into consideration in making the decision. The district might allow parents to rank-order their preference among the schools that are available to receive transfer students. Once the district has made its decision, parents must have the option to decline the opportunity to move their child to the new school.

The district may use Title I funds as well as other federal, state, local and private resources to pay for transportation for school choice required as part of the school improvement process. The district must offer choice to all students in an identified Title I school until the school has made AYP for 2 consecutive years and is no longer identified for improvement. The district must provide transportation for those students choosing the option to transfer while the school is identified for improvement. The district must permit the student to remain in the new school until he or she has completed the highest grade in the school. However, the district is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for improvement.

District Technical Assistance

The district must provide technical assistance to the Title I school(s) identified for improvement. The technical assistance must be provided as the school revises and implements its comprehensive school improvement plan. Technical assistance is practical advice that addresses specific areas for improvement. The technical assistance may be provided by the district, the Kentucky Department of Education, an institution of higher education, a private not-for-profit organization or a for-profit organization, an education service agency or another entity with experience in helping schools improve academic achievement. The technical assistance must include:

1. Assistance in analyzing data from CATS and examples of student work to identify and to address problems in instruction and problems, if any, in implementing Title I parental involvement requirements and to address solutions to the identified problems.
2. Assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically-based research and that have been proven effective in addressing the specific instructional issues that caused the school to be identified for improvement.
3. Assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status.

It is crucial that the district align its assistance with the comprehensive improvement plan being revised by the school. The revisions in the improvement plan and the district assistance should be based on a close analysis of the school's demographic and achievement data, such as subpopulation performance and a comprehensive needs assessment that identifies both strengths and weaknesses. This close analysis will enable the district to target more accurately available resources to address identified deficiencies. The goals, objectives, and actions that result from the comprehensive analysis must realistically address the school's needs and systematically move it toward improvement.

District Obligation for the Option to Transfer (School Choice) and Supplemental Services

The district must annually use **up to** an amount **equal to** 20% of its Title I, part A allocation to cover choice-related transportation costs and for supplemental educational services. Within the 20 percent, the district must spend (if needed):

1. An amount equal to 5 percent for choice-related transportation.
2. An amount equal to 5 percent for supplemental educational services.
3. An amount equal to 10 percent for choice-related transportation or supplemental educational services or both, as the district determines.

The phrase "an amount equal to" means that the funds required to pay the costs of choice-related transportation and supplemental services need not come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds; regular Title I, Part A funds; Title V, Part A funds; and state/local funds may be used.

Additionally, the district may use funds transferred to Title I, Part A from other federal education programs to pay such costs. Programs eligible for transfers include Title II, Part A Improving Teacher Quality Grants; Title II, Part D Educational Technology Grants; Title IV, Part A Safe and Drug-Free Schools and Communities Grants; and Title V, Part A Innovative Program Grants. A district not identified for improvement under Title I may **transfer up to 50 percent** of each fiscal year's funds for the applicable programs. A district identified for improvement under Title I may **transfer up to 30 percent** of each fiscal year's funds for the applicable programs. When a district is identified for improvement, transferred funds must be used for district improvement activities. A district identified for corrective action may **not** transfer funds from one program to another.

The 20 percent must be applied to the total Title I, Part A allocation including any transferred funds. The 20 percent must be calculated before the district takes any reservations "off the top" of its Title I, Part A allocation for administrative costs, parent involvement, private school equitable participation or other purposes.

Some districts, in a given year, will not be required to provide supplemental educational services because they have no schools identified for Tier 2 consequences. In this situation, the district must spend the equivalent of 20 percent of the Title I, Part A allocation on choice-related transportation or a lesser amount that satisfies all of the demand from the parents of students attending identified schools. The same is true for supplemental educational services if the district has schools identified for Tier 2 consequences but no funds are spent on choice-related transportation. Actual expenditures will depend on factors such as the number of students exercising the choice option or receiving supplemental educational services and the costs of satisfying these requests. Before determining that an amount less than 20% of its allocations is needed for choice-related transportation and supplemental educational services, the district must document that it has fully met demands for these services.

The district may count the portion of its transportation budget used to provide choice toward the school choice expenditure requirement. The portion counted toward the expenditure

requirement is the cost that the district incurs in transporting students who meet the following criteria:

1. The students' "home" Title I school has been identified for improvement;
2. The students have chosen the option to transfer to another school under the Title I school choice option; and
3. The students are using district transportation to attend the selected school.

The district calculates the amount of its transportation budget that it counts for school choice by determining the portion of children transported who meet the criteria listed above. For example, if 10% of the district's students who receive transportation meet the criteria, the district could count 10% of its transportation budget toward the expenditure requirement. The district should maintain clear records on how the calculation was done.

Because spending requirements for choice-related transportation and supplemental educational services are calculated on the basis of the district's annual Title I, Part A allocation, actual costs must be linked to the fiscal year of the allocation. Spending requirements continue until the identified school has made AYP for 2 consecutive years.

School Responsibilities for a Title I School in Tier 1 Consequences

The process of school improvement begins with the school revising its comprehensive improvement plan to address the academic issues that caused it to be identified for improvement.

Revision of Comprehensive School Improvement Plan

A Title I school identified for Tier 1 consequences must revise its comprehensive improvement plan. The purpose of the plan is to improve the quality of teaching and learning in the school. The school must revise its plan in consultation with parents, school staff, district staff, and outside specialists. If applicable, the school council should consider the recommendations of the scholastic audit, review, or self-study and decide how to amend the plan in light of the scholastic findings. The revised plan must:

1. Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for improvement and may include a strategy for the implementation of a comprehensive school reform model.
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students (economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency) enrolled in the school will meet the proficient level of achievement by 2014 as measured by CATS.
3. Provide an assurance that the school will spend at least 10% of its Title I school allocation for professional development that directly addresses academic achievement and specify how the professional development funds will be used to remove the school from its improvement status.
4. Establish specific annual, measurable objectives for continuous and substantial progress of each group of students that will ensure that all groups of students meet the proficient level of achievement by 2014 as measured by CATS.
5. Include strategies to promote effective parental involvement, engage parents as partners with teachers in educating their children, and involve parents in meaningful decision-making at the school.

6. Incorporate, as appropriate, activities before school, after school, during the summer and during any extension of the school year.
7. Incorporate a teacher-mentoring program that teams up novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement.

Peer Review of School Plan

The revisions to the school's plan must be completed no later than three months after the school has been identified for improvement. This timeline allows the school to analyze data from the NCLB reports available in August and the CATS data available in September. The district must establish a peer review process for the revised school comprehensive improvement plan within 45 days of its submission. Peer reviewers should include teachers and administrators from schools or districts similar to the one in improvement but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the quality of the plan and make suggestions. Once the peer review has been completed, the district must work with the school to make any necessary changes and must approve the plan as soon as it satisfactorily meets the requirements. The school must begin implementing the revised plan as soon as the district approves the plan. The plan must be implemented and reviewed throughout the time the school is identified for improvement.

Funds for Professional Development at the School Level

The identified school must spend at least **10% of its Title I, Part A school allocation** for professional development for each fiscal year that the school is in school improvement status. The funds should address needs identified in the school plan. The funds must be used to provide the teachers, paraprofessionals, and principals high-quality professional development that:

1. Directly addresses the academic achievement problem that caused the school to be identified for school improvement. In most cases, the professional development will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies and the alignment of classroom activities with academic content standards and assessments. Another example of useful professional development would be training teachers to analyze classroom and school-level data and use it to inform their instruction.
2. Meets the requirements for highly qualified teachers and paraprofessionals. The academic success of students correlates highly with the qualifications and skills of their teachers.
3. Is provided in a manner that affords increased opportunity for participating in the professional development.

District Responsibilities for a Title I School in Tier 2 Consequences

The district must continue all of the consequences in Tier 1 and must make supplemental educational services available for low-income students attending a school that does not make AYP after one year of school improvement (3 years of not making AYP). Parents of eligible students may continue to choose the option to transfer **or** may choose supplemental services.

Supplemental Educational Services

Supplemental educational services (SES) provide extra academic assistance for **low-income** students attending a school identified for Tier 2 consequences. The purpose of these services is to ensure that the students increase their academic achievement, particularly in reading, language arts and mathematics. These academic services may include assistance such as

tutoring, remediation, and academic intervention. Instruction must take place outside the regular school day, such as before or after school, on weekends, or during the summer. Supplemental educational services must be of high quality, research based and specifically designed to increase student academic achievement.

Providers may be nonprofit entities, for-profit entities, districts (that are not in Title I school improvement), public schools (that are not in Title I school improvement), private schools, after-school centers, cooperative educational service agencies, institutions of higher education, private businesses, and community-based/faith-based organizations. Providers must be approved by the Kentucky Department of Education. Parents select supplemental service providers from the state-approved provider list. A district approved as a provider must cease offering its supplemental educational services if it becomes identified for improvement. The services should cease as soon as possible but no later than the end of the semester.

Eligible children are those children from low-income families attending Title I schools identified for Tier 2 consequences. In most districts in Kentucky, low-income is based on eligibility for free/reduced meals. In circumstances where more students request services than the district can fund, the district must place a priority on serving those low-income students who are the lowest achieving. In this situation, the district should use objective criteria to determine the lowest-achieving students. For example, the district may focus services on the lowest-achieving eligible students in the subject area that caused the school to be identified for improvement. The services should be tailored to meet the instructional needs of eligible students to increase their academic achievement and help them attain proficiency in meeting the state's achievement standards.

Parents of eligible children in a Tier 2 school need to be informed of both options: transferring to another public school or receiving supplemental educational services. Both options need to be discussed in the notification to parents so that parents may make an informed decision. Supplemental services should begin as soon parents have had the opportunity to make an informed decision about the selection of a provider.

State responsibilities focus on ensuring that eligible students receive additional academic assistance. Specifically, the Kentucky Department of Education:

1. Provides information for districts to identify schools for which supplemental educational services are required.
2. Develops and applies objective criteria to potential providers that are based on a demonstrated record of effectiveness in increasing academic proficiency.
3. Maintains a list of approved providers across the state, by school district, from which parents may select providers.
4. Promotes maximum participation by SES providers to ensure that parents have as many choices as possible.
5. Monitors the quality and effectiveness of the services offered by approved providers and monitors districts to ensure that they are implementing SES requirements.

District responsibilities focus on notifying parents about the availability of supplemental educational services, arranging for the services to be provided and monitoring the services for the purpose of improving academic achievement. Specifically, the district:

1. Notifies parents of the supplemental educational services option. The district should work to ensure that parents have comprehensive, easy-to-understand information about supplemental educational services. To the extent possible, communications must also be in a language parents can understand. The district may establish a reasonable deadline by which parents must request services. In establishing this timeframe, the district must ensure that the parents have sufficient time and information to make an informed decision about

requesting supplemental educational services and selecting a provider. The notification must occur at least annually and must include:

- Availability of the supplemental educational services and
 - List of approved providers whose services are available with a brief description of the provider's services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider. The list of approved providers is available on the KY Department of Education website. The list is available as a spreadsheet so that the district may shorten the list to providers able to serve the geographical area.
2. Helps parents choose a provider from the state approved list, if requested. Parents choose the supplemental educational service provider for their children from among the providers approved by the state.
 3. Coordinates with the identified school to formulate procedures and process for provider meetings, parent education, provider reporting, and goal-setting sessions.
 4. Plans budgetary needs for eligible students who choose to receive the services. The district may use Title I funds as well as other federal, state, local and private resources to pay for supplemental educational services required as part of the school improvement process. The per-child cost for supplemental educational services must be the lesser of the actual cost of the services or the per-child allocation of Title I funds to the district. The per-child allocation is determined by dividing the district's Title I, Part A allocation by the number of children from families below the poverty line (based on Census poverty data, not federal school lunch data) in the district. This cap applies to the cost of instructional services only. The district may incur additional per-child costs related to the administration of supplemental educational services, transportation of students to a provider or appropriate accommodations for students with disabilities. The district may provide transportation to service providers but is not required to do so. Transportation costs to service providers may not be counted toward satisfying the district's obligation to spend up to an amount equal to 20 percent of its Title I, Part A allocation on choice-related transportation and supplemental educational services.
 5. Agrees, along with the parents and provider, on "achievement goals" for the student; **and** enters into an agreement with a provider selected by parents.
 6. Arranges with the providers for district facility use dependent upon district/school policy.
 7. Disburses payments to the providers upon receipt of the required participation documentation.
 8. Provides the information the KY Department of Education needs to monitor the quality and effectiveness of the services offered by providers.
 9. Protects the privacy of students who receive supplemental educational services.

The district may provide additional information to parents, as appropriate. However, any additional information in a notice should be balanced and should not attempt to dissuade parents from exercising their option to obtain supplemental educational services for their child. The district might also want to consider multiple avenues for providing *general* information about supplemental educational services, including newspapers, Internet, or notices mailed or sent to homes. Districts that are most effective in reaching eligible families are those that provide information to parents through various means, including less traditional forms of communication, such as radio and TV ads, and notices at venues that parents may frequent, such as movie theaters, shopping malls, beauty parlors, and places of worship. In providing this information, the district must take care that it does not disclose to the public the identity of any student eligible for supplemental educational services without the written permission of the student's parents.

The district should make its supplemental educational services enrollment form easily available for parents to access and should widely distribute the form. For example, the district could post the form on its website and mail the form home to parents, as well as leave copies of the form at the schools that have students eligible for supplemental educational services and at other district offices and sites where parents may go. Additionally, the district should not restrict the distribution of enrollment forms (including the photocopying of forms) by non-district individuals. Finally, the district should ensure that there is an open, adequate, and reasonable process for parents to submit application forms.

There are several ways in which the district may ensure that information on potential program providers is made available to parents of eligible students. Here are some suggestions:

1. Include a parental consent line on the supplemental educational services application form, so that parents can provide consent to share information with providers at the same time that they express their interest in receiving services.
2. Ask providers to give the district stamped envelopes containing information about the program to be mailed by the district to parents of eligible students. Before doing so, the district could let the provider know *how many* students are eligible, but not the names.
3. Hold an “open house” or “provider fair” and invite parents to come meet with providers about their supplemental educational service programs.
4. Provide information about providers to parents in school newsletters.
5. Leave information about each provider at identified schools for parents to review when they visit the school. Many providers have brochures and promotional materials that can be left at school sites for parents to read.

Provider responsibilities include being approved by the Kentucky Department to provide supplemental educational services. Specifically, providers:

1. Demonstrate effectiveness in improving academic achievement of children.
2. Document that the instructional practices used are of high quality, are based on appropriate research, and include the Kentucky content standards.
3. Have evidence that the provider is financially sound.
4. Ensure that they will utilize curriculum and other components of design as submitted to the state. A provider cannot change the curriculum/program design from that which was approved by the Kentucky Department of Education.
5. Have a plan for instruction in the areas of reading, language arts, and/or mathematics built upon initial assessment/academic evaluation of each student’s skills in one or more of these subjects.

Once parents select a provider for their child, the provider enters into an agreement with the district that includes the following:

1. Specific achievement goals for the student that are developed in consultation with the student’s parents.
2. Description of how the student’s progress will be measured and how the student’s parents and teachers will be regularly informed of that progress.
3. Timetable for improving the student’s achievement that, in the case of a student with disabilities, must be consistent with the student’s individualized education program under section 614(d) of the Individuals with Disabilities Education Act and in the case of a student covered under Section 504, must be consistent with the provision of an appropriate education under Section 504.

4. Provision for services on a regular basis for the duration of the contract and submission of attendance and tracking data in a timely manner to the district.
5. Provision for termination of the agreement if the provider fails to meet the student's specific achievement goals and the timetable for meeting the goals.
6. Provisions governing payment for the services by the district that may include provisions addressing missed sessions.
7. Provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents.
8. Assurance that supplemental educational services will be provided consistent with applicable health, safety and civil rights laws.

The district may **not** impose requirements that relate to whether a provider has an effective educational program; doing so would undermine the State's authority to establish standards for approval of providers as having effective programs and to determine which providers meet those standards. For example, the district may not require that providers offer a certain number of hours of services to receive the statutory per-pupil amount for services, that providers employ only State-certified teachers as tutors, or that providers' programs have certain student-teacher ratios. These types of requirements may create a "one-size-fits-all" model of services that does not effectively take into consideration the varied needs of students and undermines parents' opportunity to select the most appropriate provider and services for their child. This type of intervention by the district in program design is not provided for in the statute or regulations. Under no circumstances should the district refuse to offer as an option to parents any provider on the State-approved list because of program design concerns.

The district may use the agreement (contract) available in the *Supplemental Educational Services Toolkit* on the Kentucky Department of Education website. A district that is an approved provider and is selected by a parent must prepare an agreement that contains the information listed. Although the district is not formally entering into an agreement with itself as the provider, the information is necessary so that parents know the achievement goals for the student, how progress will be measured and the timetable for improving the student's achievement. If the district fails to meet the student's progress goals, the parent should be able to request services from another provider.

Parents are to be active participants in the supplemental educational services program. Parents of students who participate in supplemental educational services are expected to:

1. Return the provider selection form.
2. Work with the provider and the district representative to identify specific academic achievement goals for the student.
3. Ensure that their child receives the services by monitoring their child's attendance and progress.
4. Inform provider and district if their child no longer intends to participate.
5. Receive (along with the school) information about their child's progress.

The provider must continue to provide supplemental educational services to students who are receiving the services until the end of the school year in which the services were first received. However, the sufficiency of funds and the intensity of services selected (such as the number of sessions per week) may limit the availability of services to a shorter period of time. In such case, the parent should be made aware of the anticipated duration of services and agree to it. Supplemental educational services must be provided until the school has made AYP for 2 consecutive years and is no longer identified for improvement.

School Responsibilities for a Title I School in Tier 2 Consequences

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to:

1. Review and implement the revisions in its comprehensive improvement plan.
2. Spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development.

District Responsibilities for a Title I School in Tier 3 Consequences

The district must continue all of the consequences in Tier 1 and Tier 2 and must take **corrective action** toward a Title I school if it fails to make AYP after two (2) years of improvement (4 years of not making AYP). Corrective action is a significant intervention in a school that is designed to remedy the school's persistent inability to make AYP. Actions must be consistent with state law. If a Title I schools fails to make AYP after two (2) years of improvement, the district must take at **least one** of the following actions:

1. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve the academic achievement of low-performing students.
2. Institute and implement a new curriculum and provide appropriate professional development to support its implementation.
3. Extend the length of the school day or year.
4. Replace school staff relevant to the improvement.
5. Significantly decrease management authority in the school.
6. Appoint an outside expert to advise the school how to revise and strengthen the improvement plan and how to address the specific issues underlying the school's continued inability to make AYP.
7. Restructure the internal organization of the school.

The district must publish and disseminate information regarding any corrective action taken at a school to the public and to the parents of each student enrolled in the school in an understandable and uniform format. The information should, to the extent practical, be provided in a language that the parents can understand. The information may be disseminated through such means as the Internet, the media and public agencies.

School Responsibilities for a Title I School in Tier 3 Consequences

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to:

1. Review and implement the revisions in its comprehensive improvement plan.
2. Spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development.

District Responsibilities for a Title I School in Tier 4 and Tier 5 Consequences

The district must continue all of the consequences in Tier 1, Tier 2, Tier 3, and must **develop** a restructuring plan for a Title I school if it fails to make AYP after one year of corrective action (5 years of not making AYP). In restructuring the district undertakes a major reorganization of a school, making fundamental reforms, such as significant changes in the school's staffing and governance. The purpose of restructuring is to improve student academic achievement and enable the school to make AYP. Any alternative governance arrangements for the school must be consistent with state law. When a district identifies a school for restructuring, it must:

1. Provide both parents and teachers with prompt notice of the decision.
2. Provide both groups with the opportunity to comment on the decision before it takes any restructuring action.
3. Invite both teachers and parents to participate in the development of the school's restructuring plan.

The district must prepare a plan and make necessary arrangements to carry out alternative governance arrangements for the school consistent with state law. If the school fails to make AYP after 2 years of corrective action (6 years of not making AYP), the district must then **implement** the restructuring plan. The plan must include one of the following alternative governance:

1. Reopening the school as a public charter school.
2. Replacing all or most of the school staff (including the principal) that are relevant to the failure to make adequate yearly progress.
3. Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
4. Turning the operation of a school over to the state educational agency if permitted under state law and agreed to by the state.
5. Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

School Responsibilities for a Title I School in Tier 4 and Tier 5 Consequences

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to:

1. Review and implement the revisions in its comprehensive improvement plan.
2. Spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development.

Title I School Improvement Funds for 2005-06

Kentucky must reserve 4% of its total Title I, Part A allocation for school improvement; 95% of the 4% must be allocated to districts that have Title I schools in need of improvement, corrective action, or restructuring. Tier 1 and Tier 2 schools are identified for improvement; Tier 3 schools are identified for corrective action, and Tier 4 and Tier 5 schools are identified for restructuring. The schools must continue in improvement until they have made adequate yearly progress (AYP) for 2 consecutive years. Funds will be allocated to districts with identified schools after NCLB reports are released in August 2005.

Use of Title I School Improvement Funds

1. Each district receiving Title I school improvement funds must ensure that each Title I school identified for improvement, corrective action, or restructuring is provided the resources necessary to meet its goals outlined in the comprehensive school improvement plan.
2. More specifically, the district may use the funding to meet school improvement requirements, including the student transfer option and supplemental educational services.
3. The district must use the funds for school improvement activities at the identified schools, including strategies to eliminate the achievement gap in subpopulations of economically

disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency.

4. The use of funds should be based on recommendations in the scholastic audit, review, or self-study for the identified schools. The district may require the identified school to undergo a self-study directed by the district.
5. The district may require that the identified school implement a comprehensive school reform model as a part of its school improvement plan. Adopting a comprehensive reform model can be an effective strategy, especially if the school in improvement is in search of an external structure and technical assistance that will help it identify and address organizational and instructional issues. However, a model alone cannot address all of the identified needs of a school and cannot substitute for a coherent plan for systemic change.
6. If there is more than one identified school in the district, the district may combine the funds to be used for the identified schools. The district should retain control of the funds to ensure that the most effective school improvement strategies are being implemented.
7. The district should collaborate with school councils and staffs to ensure buy-in and reform at the school level. Final decisions on expenditures are made at the district level.
8. Funds may **not** be used for administrative costs because the district administers school improvement as a part of Title I. Indirect costs may **not** be charged toward the grant. A district may **not** count administrative costs incurred in providing transportation for the option to transfer or supplemental educational services toward the 20 percent requirements.

Other Information about Title I School Improvement Funds

1. **Award Notification** – Each district with Title I schools identified for improvement, corrective action or restructuring receives an Award Notification with the allocation for the 2005-06 school year. The Title I school improvement funds are available from **July 1, 2005 – September 30, 2007**. However, funds should be expended during the 2005-06 school year, including summer activities. Costs associated with supplemental educational services and transportation for the option to transfer should be the priority for Title I school improvement funds.
2. **Method of Payment** – It is **not** necessary to submit a separate budget for the Title I school improvement funds, but the budget should be made available on the district website as a part of the comprehensive district improvement plan. MUNIS expenditure reports are submitted quarterly. Cash draw-downs are made on the federal cash request form. The MUNIS Project Number is 3206 for the Title I school improvement funds for 2005-06.

District Responsibilities for a District Identified for Improvement

All students that have been enrolled in the district for a full academic year are counted in the district AYP determination. The district is accountable based on the same measures used to determine if a school made AYP. Tested subpopulations of students that are not large enough to meet the minimum group size at an individual school will, in many cases, reach or surpass that number at the district level and be included in the calculation of whether or not the district made adequate yearly progress.

Revisions to the Comprehensive District Improvement Plan

When a district does not make AYP for 2 consecutive years, the district must revise its comprehensive district improvement plan no later than three months after the identification and implement the plan as soon as possible. The consequences continue until the district has made AYP for 2 consecutive years. The purpose of the plan is to improve student achievement

throughout the district. Therefore, the plan overall must identify actions have the greatest likelihood of accomplishing this goal. Specifically, the plan must:

1. Incorporate scientifically based research strategies.
2. Identify actions with the greatest likelihood of improving student achievement.
3. Address professional development needs of staff.
4. Include specific measurable achievement goals and targets for each subpopulation of students.
5. Address the teaching and learning needs and academic problems of low-achieving students.
6. Incorporate, as appropriate, activities before school, after school, during the summer and during an extension of the school year.
7. Specify responsibilities of the state and district.
8. Include strategies to promote effective parental involvement in the schools served by the district.

Funds for Professional Development at the District Level

When a district is identified for improvement, it must reserve at least 10% of its Title I, Part A allocation for professional development for instructional staff across the district that is specifically designed to improve classroom teaching. In determining how to use these funds, the district should examine the needs of all of its schools, not just the ones that did not make AYP. Tested subgroups that are not large enough to meet the minimum group size at an individual school may reach that number at the district level and be included in the calculation to determine AYP. The district must continue to reserve and use these funds for professional development for each fiscal year it is identified for improvement. The district is identified for improvement until it has made AYP for 2 consecutive years. In this 10% total the district may:

1. Include the Title I, Part A funds that a school within the district reserves for professional development when it is identified for improvement.
2. Not include in the total any part of the funds designated to help teachers meet qualification requirements.
3. Count portion devoted to professional development of title I funded curriculum/instructional coach.

State Responsibilities for a District Identified for Improvement

Notification to Parents and Technical Assistance

When a district is identified for improvement, the state provides districts with information to promptly notify the parents of each student enrolled in the schools served by that district. The notification must explain the reasons for the identification and how parents can participate in improving the district. If requested, the Kentucky Department of Education will provide or arrange for the provision of technical or other assistance to the district identified for improvement.

Corrective Action

The Kentucky Department of Education must take corrective action in a district that has not made AYP for 4 years. Because the healthy functioning of the district is so crucial to school and student academic success, the state may, at any time during the improvement process, identify the district for corrective action. The state must continue to provide technical assistance while instituting any corrective action. The state must take **at least one** of the following corrective actions, as consistent with state law, in a district that has not made AYP for 4 years:

1. Deferring programmatic funds or reducing administrative funds.
2. Instituting and fully implementing a new curriculum, including appropriate professional development.
3. Replacing district personnel relevant to the failure.
4. Removing particular schools from the jurisdiction of the district and establishing alternative arrangements for public governance and supervision of the schools.
5. Appointing a receiver or trustee to administer the affairs of the district in place of the superintendent and school board.
6. Abolishing or restructuring the district.
7. Authorizing students to transfer from a school operated by the district to a higher-performing public school operated by another district. If it offers this option, the state must provide transportation (or the costs of transportation) to the receiving school. This corrective action must be carried out in conjunction with at least 1 additional action.

District Support Facilitators

As a provision of the No Child Left Behind (NCLB) legislation, district support is offered through the Kentucky Department of Education. District Support Facilitators (DSF) throughout the state are available to assist districts as they address their Title I schools identified for school improvement, corrective action, or restructuring. The DSF's work directly with school district personnel to build capacity for the purpose of empowering the district to assist individual identified schools.

Some of the services that the DSF may provide to districts include:

1. Assisting the district in performing self-studies using the Standards & Indicators for School Improvement (SISI).
2. Analyzing assessment data and student work.
3. Analyzing achievement gap data.
4. Developing and implementing parent involvement policies and activities.
5. Identifying and implementing professional development, instructional strategies, and scientifically-based researched methods of instruction.
6. Analyzing and revising schools' budget to effectively coordinate resources.

District Support Facilitators	
Pauline Carr – Director of the Division of Federal Programs and Instructional Equity Phone (502) 564-3791 Email pcarr@kde.state.ky.us	
Facilitator – Ruth Hatterick Cell (502) 229-9080 Email rhatterr@kde.state.ky.us	Northern KY – Jerry Meade Cell (859) 333-6566 Email jmeade@kde.state.ky.us
Far Western KY – Anthony Sanders Cell (270) 889-3383 Email asanders@kde.state.ky.us	Eastern KY – Darlene Gee Cell (606) 356-3544 Email dgee@kde.state.ky.us
Western/Central KY – Ann French Cell (270) 726-5171 Email amfrench@kde.state.ky.us	Southeastern KY – Vacant Cell Email
Central KY – Carol Christian Cell (859) 321-0743 Email cchristi@kde.state.ky.us	Far Southeastern KY – Debbie Campbell Cell (606) 335-5680 Email dcampbel@kde.state.ky.us

Resources

1. For questions about **adequate yearly progress (AYP)**, contact the Division of Assessment Support at (502) 564-4394.
2. For questions about the **consequences of school and district improvement**, contact the Division of Federal Programs and Instructional Equity at (502) 564-3791.
3. For information about **supplemental educational services (SES) in Kentucky** including the approved provider list, the application to become a provider, and a toolkit about SES with sample letters, agreement, etc., refer to the Kentucky Department of Education's website at <http://www.education.ky.gov/>. In the Search box, type in SES to find the page on supplemental educational services.
4. For book series on **implementation of school choice and SES**, refer to the U.S. Department of Education's website at <http://www.ed.gov/about/pubs/intro/innovations.html>.
5. For the **SES in Action Toolkit** developed by the Supplemental Education Services Quality Center to help parents and community leaders understand SES, call 1-866-544-8686 or send an email to tutorsforkids@air.org to order a free copy. For a PDF version of the *Toolkit*, refer to <http://www.tutorsforkids.org/ToolkitDownload2.asp>

Financial Requirements for School Choice and Supplemental Educational Services (SES) for 2005-06

The chart contains the following:

- Column A – All districts are listed. **The amounts shown in Column C and Column E apply only to districts with schools identified for improvement (Tier 1 and Tier 2), corrective action (Tier 3), or restructuring (Tier 4 and Tier 5).**
- Column B – The final Title I, Part A allocation for each district is used for calculating the 20% for school choice and SES and for calculating the maximum per-child expenditure for SES.
- Column C – The maximum required for school choice (transportation for the option to transfer) and supplemental educational services (SES) is 20% of the district's Title I allocation.
- Column D – The number of poverty children from the U.S. Census is used to determine the maximum per-child expenditure for SES.
- Column E – The maximum per-child expenditure for SES is calculated by dividing the district Title I allocation by the number of census poverty children. The district must pay the lesser of the actual cost of SES or the amount listed in Column E.

Financial Requirements for School Choice and Supplemental Educational Services (SES) 2005-06				
Column A	Column B	Column C	Column D	Column E
District	2005-06 Title I Allocation	Max. Req. For School Choice And SES	# Poverty Children From US Census	Max. Per-Child Exp. For SES
ADAIR CO.	\$1,073,532	\$214,706	803	\$1,337
ALLEN CO.	\$746,044	\$149,209	602	\$1,239
ANCHORAGE IND.	\$0	\$0	9	\$0
ANDERSON CO.	\$379,659	\$75,932	388	\$979
ASHLAND IND.	\$1,116,373	\$223,275	842	\$1,326
AUGUSTA IND.	\$68,230	\$13,646	53	\$1,287
BALLARD CO.	\$296,386	\$59,277	247	\$1,200
BARBOURVILLE IND.	\$268,055	\$53,611	151	\$1,775
BARDSTOWN IND.	\$570,346	\$114,069	476	\$1,198
BARREN CO.	\$815,933	\$163,187	677	\$1,205

Financial Requirements for School Choice and Supplemental Educational Services (SES) 2005-06				
Column A	Column B	Column C	Column D	Column E
District	2005-06 Title I Allocation	Max. Req. For School Choice And SES	# Poverty Children From US Census	Max. Per-Child Exp. For SES
BATH CO.	\$632,335	\$126,467	499	\$1,267
BEECHWOOD IND.	\$36,396	\$7,279	14	\$2,600
BELL CO.	\$1,701,176	\$340,235	1,123	\$1,515
BELLEVUE IND.	\$222,061	\$44,412	183	\$1,213
BEREA IND.	\$204,018	\$40,804	168	\$1,214
BOONE CO.	\$1,362,568	\$272,514	1,275	\$1,069
BOURBON CO.	\$464,775	\$92,955	397	\$1,171
BOWLING GREEN IND.	\$1,090,406	\$218,081	827	\$1,319
BOYD CO.	\$720,234	\$144,047	573	\$1,257
BOYLE CO.	\$364,414	\$72,883	326	\$1,118
BRACKEN CO.	\$197,444	\$39,489	167	\$1,182
BREATHITT CO.	\$1,418,817	\$283,763	978	\$1,451
BRECKINRIDGE CO.	\$745,838	\$149,168	630	\$1,184
BULLITT CO.	\$1,289,101	\$257,820	1,207	\$1,068
BURGIN IND.	\$36,459	\$7,292	32	\$1,139
BUTLER CO.	\$590,561	\$118,112	484	\$1,220
CALDWELL CO.	\$476,736	\$95,347	384	\$1,242
CALLOWAY CO.	\$703,206	\$140,641	593	\$1,186
CAMPBELL CO.	\$240,697	\$48,139	306	\$787
CAMPBELLSVILLE IND.	\$709,544	\$141,909	493	\$1,439
CARLISLE CO.	\$200,352	\$40,070	169	\$1,186
CARROLL CO.	\$397,704	\$79,541	320	\$1,243
CARTER CO.	\$1,721,286	\$344,257	1,324	\$1,300
CASEY CO.	\$1,132,164	\$226,433	862	\$1,313
CAVERNA IND.	\$349,160	\$69,832	266	\$1,313
CHRISTIAN CO.	\$3,369,748	\$673,950	2,675	\$1,260
CLARK CO.	\$1,191,184	\$238,237	992	\$1,201
CLAY CO.	\$2,450,808	\$490,162	1,664	\$1,473
CLINTON CO.	\$672,084	\$134,417	472	\$1,424
CLOVERPORT IND.	\$77,895	\$15,579	57	\$1,367
CORBIN IND.	\$452,581	\$90,516	365	\$1,240
COVINGTON IND.	\$2,505,486	\$501,097	1,760	\$1,424
CRITTENDEN CO.	\$435,843	\$87,169	341	\$1,278
CUMBERLAND CO.	\$453,247	\$90,649	339	\$1,337
DANVILLE IND.	\$475,168	\$95,034	370	\$1,284
DAVIESS CO.	\$1,401,839	\$280,368	1,303	\$1,076
DAWSON SPRINGS IND.	\$193,373	\$38,675	141	\$1,371
DAYTON IND.	\$314,268	\$62,854	247	\$1,272
EAST BERNSTADT IND.	\$107,160	\$21,432	67	\$1,599
EDMONSON CO.	\$543,166	\$108,633	438	\$1,240
ELIZABETHTOWN IND.	\$258,618	\$51,724	227	\$1,139
ELLIOTT CO.	\$529,099	\$105,820	395	\$1,339
EMINENCE IND.	\$110,147	\$22,029	78	\$1,412

Financial Requirements for School Choice and Supplemental Educational Services (SES) 2005-06				
Column A	Column B	Column C	Column D	Column E
District	2005-06 Title I Allocation	Max. Req. For School Choice And SES	# Poverty Children From US Census	Max. Per-Child Exp. For SES
ERLANGER-ELSMERE IND.	\$351,937	\$70,387	341	\$1,032
ESTILL CO.	\$966,598	\$193,320	753	\$1,284
FAIRVIEW IND.	\$166,042	\$33,208	127	\$1,307
FAYETTE CO.	\$8,251,330	\$1,650,266	5,833	\$1,415
FLEMING CO.	\$754,022	\$150,804	610	\$1,236
FLOYD CO.	\$3,077,169	\$615,434	2,251	\$1,367
FORT THOMAS IND.	\$165,517	\$33,103	161	\$1,028
FRANKFORT IND.	\$288,363	\$57,673	153	\$1,885
FRANKLIN CO.	\$870,587	\$174,117	852	\$1,022
FULTON CO.	\$337,454	\$67,491	228	\$1,480
FULTON IND.	\$258,076	\$51,615	154	\$1,676
GALLATIN CO.	\$341,642	\$68,328	290	\$1,178
GARRARD CO.	\$592,443	\$118,489	506	\$1,171
GLASGOW IND.	\$715,964	\$143,193	540	\$1,326
GRANT CO.	\$855,739	\$171,148	729	\$1,174
GRAVES CO.	\$888,724	\$177,745	756	\$1,176
GRAYSON CO.	\$1,223,816	\$244,763	1,004	\$1,219
GREEN CO.	\$537,350	\$107,470	441	\$1,218
GREENUP CO.	\$934,619	\$186,924	762	\$1,227
HANCOCK CO.	\$229,861	\$45,972	190	\$1,210
HARDIN CO.	\$2,919,360	\$583,872	2,282	\$1,279
HARLAN CO.	\$2,712,253	\$542,451	1,893	\$1,433
HARLAN IND.	\$281,544	\$56,309	195	\$1,444
HARRISON CO.	\$597,121	\$119,424	519	\$1,151
HARRODSBURG IND.	\$292,812	\$58,562	239	\$1,225
HART CO.	\$1,034,016	\$206,803	799	\$1,294
HAZARD IND.	\$403,469	\$80,694	259	\$1,558
HENDERSON CO.	\$1,459,758	\$291,952	1,192	\$1,225
HENRY CO.	\$423,371	\$84,674	362	\$1,170
HICKMAN CO.	\$217,578	\$43,516	160	\$1,360
HOPKINS CO.	\$1,836,266	\$367,253	1,506	\$1,219
JACKSON CO.	\$1,149,899	\$229,980	838	\$1,372
JACKSON IND.	\$87,089	\$17,418	49	\$1,777
JEFFERSON CO.	\$29,796,464	\$5,959,293	18,610	\$1,601
JENKINS IND.	\$298,310	\$59,662	184	\$1,621
JESSAMINE CO.	\$1,442,188	\$288,438	1,187	\$1,215
JOHNSON CO.	\$1,225,788	\$245,158	908	\$1,350
KENTON CO.	\$1,014,581	\$202,916	949	\$1,069
KNOTT CO.	\$1,427,346	\$285,469	861	\$1,658
KNOX CO.	\$2,772,415	\$554,483	1,951	\$1,421
LARUE CO.	\$581,630	\$116,326	452	\$1,287
LAUREL CO.	\$3,049,059	\$609,812	2,405	\$1,268
LAWRENCE CO.	\$1,162,621	\$232,524	818	\$1,421

Financial Requirements for School Choice and Supplemental Educational Services (SES) 2005-06				
Column A	Column B	Column C	Column D	Column E
District	2005-06 Title I Allocation	Max. Req. For School Choice And SES	# Poverty Children From US Census	Max. Per-Child Exp. For SES
LEE CO.	\$686,181	\$137,236	456	\$1,505
LESLIE CO.	\$1,064,159	\$212,832	690	\$1,542
LETCHER CO.	\$1,339,642	\$267,928	938	\$1,428
LEWIS CO.	\$1,091,826	\$218,365	811	\$1,346
LINCOLN CO.	\$1,353,184	\$270,637	1,092	\$1,239
LIVINGSTON CO.	\$315,716	\$63,143	268	\$1,178
LOGAN CO.	\$664,161	\$132,832	577	\$1,151
LUDLOW IND.	\$246,750	\$49,350	197	\$1,253
LYON CO.	\$178,509	\$35,702	144	\$1,240
MADISON CO.	\$2,342,039	\$468,408	1,870	\$1,252
MAGOFFIN CO.	\$1,418,735	\$283,747	904	\$1,569
MARION CO.	\$740,701	\$148,140	603	\$1,228
MARSHALL CO.	\$761,250	\$152,250	697	\$1,092
MARTIN CO.	\$1,180,994	\$236,199	824	\$1,433
MASON CO.	\$684,982	\$136,996	573	\$1,195
MAYFIELD IND.	\$602,617	\$120,523	463	\$1,302
MCCRACKEN CO.	\$1,009,126	\$201,825	951	\$1,061
MCCREARY CO.	\$2,116,102	\$423,220	1,389	\$1,523
MCLEAN CO.	\$346,854	\$69,371	281	\$1,234
MEADE CO.	\$658,141	\$131,628	577	\$1,141
MENIFEE CO.	\$480,501	\$96,100	344	\$1,397
MERCER CO.	\$336,665	\$67,333	301	\$1,118
METCALFE CO.	\$688,151	\$137,630	524	\$1,313
MIDDLESBORO IND.	\$846,274	\$169,255	605	\$1,399
MONROE CO.	\$752,092	\$150,418	573	\$1,313
MONTGOMERY CO.	\$984,604	\$196,921	837	\$1,176
MONTICELLO IND.	\$462,175	\$92,435	308	\$1,501
MORGAN CO.	\$936,524	\$187,305	702	\$1,334
MUHLENBERG CO.	\$1,390,413	\$278,083	1,152	\$1,207
MURRAY IND.	\$231,877	\$46,375	191	\$1,214
NELSON CO.	\$602,949	\$120,590	527	\$1,144
NEWPORT IND.	\$1,133,560	\$226,712	837	\$1,354
NICHOLAS CO.	\$291,661	\$58,332	219	\$1,332
OHIO CO.	\$973,527	\$194,705	813	\$1,197
OLDHAM CO.	\$314,687	\$62,937	426	\$739
OWEN CO.	\$474,349	\$94,870	404	\$1,174
OWENSBORO IND.	\$1,653,290	\$330,658	1,247	\$1,326
OWSLEY CO.	\$678,736	\$135,747	372	\$1,825
PADUCAH IND.	\$1,595,929	\$319,186	1,119	\$1,426
PAINTSVILLE IND.	\$274,811	\$54,962	194	\$1,417
PARIS IND.	\$278,385	\$55,677	221	\$1,260
PENDLETON CO.	\$474,019	\$94,804	430	\$1,102
PERRY CO.	\$2,041,786	\$408,357	1,350	\$1,512

Financial Requirements for School Choice and Supplemental Educational Services (SES) 2005-06				
Column A	Column B	Column C	Column D	Column E
District	2005-06 Title I Allocation	Max. Req. For School Choice And SES	# Poverty Children From US Census	Max. Per-Child Exp. For SES
PIKE CO.	\$3,248,600	\$649,720	2,586	\$1,256
PIKEVILLE IND.	\$356,523	\$71,305	250	\$1,426
PINEVILLE IND.	\$295,935	\$59,187	166	\$1,783
POWELL CO.	\$929,785	\$185,957	709	\$1,311
PROVIDENCE IND.	\$235,825	\$47,165	161	\$1,465
PULASKI CO.	\$2,265,483	\$453,097	1,835	\$1,235
RACELAND IND.	\$139,932	\$27,986	117	\$1,196
ROBERTSON CO.	\$131,317	\$26,263	97	\$1,354
ROCKCASTLE CO.	\$951,759	\$190,352	739	\$1,288
ROWAN CO.	\$865,222	\$173,044	706	\$1,226
RUSSELL CO.	\$1,002,136	\$200,427	762	\$1,315
RUSSELL IND.	\$254,424	\$50,885	255	\$998
RUSSELLVILLE IND.	\$498,849	\$99,770	359	\$1,390
SCIENCE HILL IND.	\$70,045	\$14,009	55	\$1,274
SCOTT CO.	\$886,567	\$177,313	789	\$1,124
SHELBY CO.	\$751,681	\$150,336	727	\$1,034
SILVER GROVE IND.	\$40,282	\$8,056	35	\$1,151
SIMPSON CO.	\$626,335	\$125,267	521	\$1,202
SOMERSET IND.	\$442,470	\$88,494	351	\$1,261
SOUTHGATE IND.	\$17,903	\$3,581	19	\$942
SPENCER CO.	\$282,782	\$56,556	255	\$1,109
TAYLOR CO.	\$361,090	\$72,218	332	\$1,088
TODD CO.	\$644,713	\$128,943	532	\$1,212
TRIGG CO.	\$388,608	\$77,722	336	\$1,157
TRIMBLE CO.	\$294,512	\$58,902	257	\$1,146
UNION CO.	\$505,024	\$101,005	437	\$1,156
WALTON VERONA IND.	\$126,634	\$25,327	73	\$1,735
WARREN CO.	\$2,269,247	\$453,849	1,794	\$1,265
WASHINGTON CO.	\$356,120	\$71,224	310	\$1,149
WAYNE CO.	\$1,092,318	\$218,464	826	\$1,322
WEBSTER CO.	\$249,197	\$49,839	243	\$1,026
WEST POINT IND.	\$90,329	\$18,066	60	\$1,505
WHITLEY CO.	\$2,293,134	\$458,627	1,603	\$1,431
WILLIAMSBURG IND.	\$543,044	\$108,609	339	\$1,602
WILLIAMSTOWN IND.	\$114,587	\$22,917	94	\$1,219
WOLFE CO.	\$904,416	\$180,883	527	\$1,716
WOODFORD CO.	\$405,471	\$81,094	415	\$977